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LIS 626, Madeline Hunter Lesson Plan

Grade 10 Social Studies

**Objectives**

To meet New York State Social Studies Standards 1 & 2, students will be able to identify an example of when and explain how sports brought about a change in people’s ideas, values, beliefs, and traditions both in American culture and globally.

**Standards**

After viewing a video (anticipatory set), the students will read two newspaper articles,

<http://soccer.fanhouse.com/2010/06/16/prison-held-their-bodies-soccer-freed-their-minds/> and <http://www.foreignpolicy.com/articles/2010/06/07/how_soccer_defeated_apartheid>, detailing how the sport of soccer gave blacks in South Africa a sense of freedom and community to overcome the oppression of apartheid. After the students have read the articles, the librarian will ask the students, considering what they learned about apartheid in Social Studies class, why they believe the sport of soccer may have had such a great impact on the political prisoners of the time. Following the discussion, the students will read an article, <http://www.unis.unvienna.org/unis/pressrels/2006/dev2570.html>, detailing the United Nations commitment to work together to harness the potential of sport to create a better world. After reading the article, students will be asked to search online for a sports photograph or video that they believe conveys a message of peace, hope or unity. The students will post the video or image found to the established class wiki with a description of the image or video (who, what, where, and when), as well as why it conveys a positive message.

**Anticipatory Set**

The librarian will play a :46 ESPN commercial video promoting the 2010 World Cup in South Africa. The video recounts the establishment of a soccer league by political prisoners inside Robben Island Prison during apartheid. The message of the video is that, through soccer, the prisoners found hope.

**Teaching:** **Input**

The librarian will show students how to search for images and videos on acceptable websites.

**Teaching: Modeling**

The librarian will have posted an example of an American sports image with a description of the image (who, what, where, and when), as well as why it conveys a positive message to the established class wiki for students to model.

**Teaching: Checking for Understanding**

Before the students begin their search for images and videos, the librarian will ask students for examples of positive messages that could be conveyed through sports. The librarian will write student ideas on a whiteboard for the group to consider. If necessary, the librarian will contribute ideas such as: hope, resilience, and equality.

**Guided Practice**

The librarian will walk around the library and consult with individual students as they work on the assignment to assure the success of each student. Assistance will be provided when necessary.

**Closure**

The librarian will conclude the lesson by encouraging the students to reflect upon sports or other extracurricular activities they participate in and how those activities can contribute to a better school community.

**Independent Practice**

Students will be encouraged to talk to their parents and grandparents about what sporting events

they remember as having deeper social significance.

**Materials**

Computers with internet access

White Board

**Duration**

One 50-minute lesson period